

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE SENATE BILL 5717

59th Legislature
2006 Regular Session

Passed by the Senate February 13, 2006
YEAS 44 NAYS 0

President of the Senate

Passed by the House February 28, 2006
YEAS 97 NAYS 0

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE SENATE BILL 5717** as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

**Secretary of State
State of Washington**

SECOND SUBSTITUTE SENATE BILL 5717

Passed Legislature - 2006 Regular Session

State of Washington 59th Legislature 2006 Regular Session

By Senate Committee on Early Learning, K-12 & Higher Education
(originally sponsored by Senators Rockefeller, Benton, Fairley, Oke,
Keiser, Zarelli, Shin, Rasmussen and Kohl-Welles)

READ FIRST TIME 01/27/06.

1 AN ACT Relating to K-12 skill centers; and creating new sections.

2 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

3 NEW SECTION. **Sec. 1.** The legislature finds that skill centers
4 provide students with high quality educational opportunities through
5 programs that combine academics with career and technical education.
6 The legislature also finds that skill centers provide extremely
7 valuable support to local businesses seeking skilled entry-level
8 employees and to communities attempting to enhance local economic
9 development opportunities. Through skill center programs, students
10 learn the technical knowledge and skills necessary either to pursue
11 additional education through apprenticeships, technical schools, or
12 institutions of higher education, or go directly into entry-level
13 employment and begin careers. The legislature finds that skill centers
14 permit a number of school districts to cooperatively offer programs
15 that the school districts cannot provide individually.

16 NEW SECTION. **Sec. 2.** (1) The work force training and education
17 coordinating board, in collaboration with the office of the
18 superintendent of public instruction, shall conduct a study and report

1 back to the 2007 legislature regarding how best to provide increased
2 opportunities for students living in areas of the state that are
3 currently not adequately served by a skill center. If plausible, the
4 work force training and education coordinating board, in collaboration
5 with the office of the superintendent of public instruction, shall
6 provide preliminary recommendations to Washington Learns by June 2006.

7 (2) The study shall be focused on these primary issues:

8 (a) A report on current skill center geographic coverage and what
9 geographic gaps in service area currently exist;

10 (b) Recommendations on how best to provide students in rural and
11 remote areas increased access to a skill center program as well as how
12 best to address the difficulties in providing adequate services to high
13 density areas of the state. In making these recommendations, the work
14 force board shall, at a minimum, explore the feasibility of creating
15 satellite sites, creating joint programs between high schools and
16 community colleges, using the K-20 network, and offering additional
17 evening and summer programs. The report shall provide analysis on any
18 additional funding needs or different funding methods necessary to
19 implement the recommendations;

20 (c) Recommendations on how best to integrate core academic content
21 into skill center programs and how to determine and report skill center
22 course equivalencies for the purpose of meeting high school graduation
23 requirements; and

24 (d) Recommendations on the role that skills centers can play as a
25 promising dropout prevention/retrieval program by increasing student
26 engagement through meaningful curriculum and effective instruction,
27 providing opportunities for students to apply their learning in
28 relevant, real world situations, and helping students see the
29 connections to their own futures.

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